

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Jeff Moorhouse

Official School Name: Morriston West High School

School Mailing Address: 1 Trojan Trail
Morristown, TN 37813-5460

County: Hamblen State School Code Number: 0045

Telephone: (423) 581-1600 E-mail: jmoorhouse@hcboe.net

Fax: (423) 585-3791 Web URL: http://mhhs.w.hcboe.net/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Dale Lynch Superintendent e-mail: dlynch@hcboe.net

District Name: Hamblen County Schools District Phone: (423) 586-7700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Joe Gibson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11TN5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11TN5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 12 Elementary schools
(per district designation) 4 Middle/Junior high schools
2 High schools
0 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 7711

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	192	164	356
3	0	0	0		10	179	155	334
4	0	0	0		11	180	191	371
5	0	0	0		12	149	163	312
Total in Applying School:								1373

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
6 % Black or African American
10 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
81 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 16%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	84
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	135
(3)	Total of all transferred students [sum of rows (1) and (2)].	219
(4)	Total number of students in the school as of October 1, 2009	1378
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 2%
 Total number of limited English proficient students in the school: 20
 Number of languages represented, not including English: 5
 Specify languages:

Non-English languages at West High School: Spanish, Mixteco, Tarasco, Mandarin (Chinese)

9. Percent of students eligible for free/reduced-priced meals: 56%
 Total number of students who qualify: 627

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 143

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>37</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>54</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>82</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff	<u>27</u>	<u>2</u>
Total number	<u>131</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	94%	95%	95%	95%
Daily teacher attendance	94%	94%	94%	92%	95%
Teacher turnover rate	11%	6%	11%	17%	15%
High school graduation rate	93%	96%	88%	86%	85%

If these data are not available, explain and provide reasonable estimates.

We have had a higher percentage of students affected by illnesses these past two years. We have also experienced a higher volume of transient students with many of them living in motels.

A new administration began at West High School in 2005. New standards and expectations were established to comply with our mission statement and to meet state accountability standards. In 2006 rooms were reassigned to meet the needs of our new freshman academy and to arrange departments to be in closer proximity to each other. As a result of this, retirements rates spiked in 2006-2007. In the past six years, over fifty percent of our staff has retired after 30 to 50 years of service. Several of those teachers took sick leave to finish out their years. A large number of our younger teachers have had children, using their allotted sick leave as well. Others have left us for promotions within our profession in other states and systems.

Please note that the data is rounded as instructed and will not coincide with the state report card.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>309</u>
Enrolled in a 4-year college or university	<u>23%</u>
Enrolled in a community college	<u>32%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>25%</u>
Military service	<u>2%</u>
Other	<u>14%</u>
Total	<u>100%</u>

PART III - SUMMARY

11TN5

Morristown-Hamblen High School West, established in 1968, has a rich heritage of excellence in academics, athletics, and community involvement. Whether our students are in the classroom or participating in extra-curricular activities, they exhibit the best The Trojan Nation has to offer. Dedicated staff members, parent and community involvement and outstanding students combine to make The Trojan Nation one of the best in Tennessee.

Morristown-Hamblen High School West, serving 1373 students, has the reputation of a student-centered educational program, promoting the enlightenment of our students in three basic areas: Communication, Problem-solving, and Responsibility. The mission of Morristown-Hamblen High School West is to provide every student with CPR for life. In addition to CPR we adopted the motto, "Trojan Nation: Where Champions Are Made."

Morristown-Hamblen High School West diligently attempts to integrate rigor, relevance, and relationships in all aspects of life in the Trojan Nation where a diverse learning community and individual achievement is the norm rather than the exception. All decisions that affect the curricular and extra-curricular life of West High School are focused on our beliefs, vision, and mission statement, enhancing our strengths and developing strategies for areas of need within West High School.

Since 2005 West High School has adopted "The Trojan Nation" as our identifying name. It clearly describes how inclusive we want to be known. In 2008 U.S. News and World Report rewarded our efforts in this area by naming West High as a Bronze Award recipient. This award recognizes schools that show above average achievement gains for various demographic subgroups within a school. We were selected as Newsweek's America's Best High Schools for 2009-2010. We ranked in the top 6% in the nation and eleventh in Tennessee in number of AP tests given per graduating senior. We take particular pride in this because of our inclusive spirit. West High School has made a conscious effort to encourage non-traditional students from underrepresented subgroups within our school to participate in our AP program. Over the past six years we have increased our AP offerings from four to twenty. In 2005 75 students took 93 Advanced Placement exams. In 2010, 301 students were administered 562 AP exams We have now been selected as one of four high schools in Tennessee as a possible Blue Ribbon recipient from the U.S. Department of Education.

The Trojan Nation is continually evolving as our student population and community profile changes. In our 2003-04 school year, our economically disadvantaged percentage was 29.5%. As of September of 2010, we had increased to more than 54%. Even with this increase, we have consistently been able to show growth in all areas. The Trojan Nation is committed to enhancing every student's educational environment. Our faculty has accepted the challenge of our changing demographics, garnering positive results on state testing that show progress toward our goals of educational success for every student. From AP to special needs students, we seek to have an appropriate educational setting for each student to be able to maximize learning.

Morristown West has partnered with Walter's State Community College and Carson-Newman College to offer students opportunities for college credit, enhancing our students' college experience opportunities. Our dual enrollments have increased from eleven students in 2008 to fifty-four students this year. We have implemented distance learning opportunities for our students this year to be able to expand our course offerings and/or to make up lost credits.

Our extra-curricular activities complete the picture of Morristown West. The Trojan Nation is home to our nationally recognized Forensics program, Beta Club, Career/Technical clubs, and multiple championship athletic teams. Award-winning choral and band programs, and our newest award-winning

Interactive Media department are examples of opportunities for our students to succeed at every level of competition.

We have the distinction of garnering 24 Intermountain Athletic All-Conference Championships in football, basketball, baseball, track, cross country, tennis, soccer and volleyball. We have won three state championships in Cross Country. We were State Runner-up in the State in Girls' Basketball in 2010 and in Girls' Golf in 2001 and 2003 respectively. In 2003 we were the State Runner-up in Class 4A Football, 9 of the past 11 years Regional Football Champions, and 4 out of the past 11 years in the State 4A Football Semi-finals.

West High School has established a strong alumni base, actively involved in our school programming from scholarship development to special activities for students and alumni. The Trojan Army serves as the umbrella for all alumni activities, parent-teacher events, and school advisory board.

Parent Portal and Notify Me are two electronic communication devices we offer our parents and community. We also have academic and athletic booster clubs within the school family for parent participation.

The Trojan Nation is always seeking ways to encourage excellence. We are striving to be leaders in education for our students to become lifelong learners in our global world. Trojan Nation pride is evident at every venue of choice.

1. Assessment Results:

As a Tennessee public school, Morristown West High is accountable to the state board's mandated testing protocol. In 1998, Tennessee designated ten courses for end of course (EOC) examination development with three of these ten – Algebra I, English 10, and Biology I – being designated as Gateway Tests. All EOC test scores must be counted as fifteen percent of the student's grade in their respective class and current 11th and 12th grade students must score above a designated cut-off score on Gateway tests to receive a regular education diploma. Prior to 2009, performance levels for the EOC tests were established and reported as Advanced, Proficient, and Below Proficient. Beginning with the 2009, new tests in all EOC subject areas other than U.S. History were developed to increase the rigor and relevance of the high school curriculum. In addition to this increased rigor of the content, the state board established higher cut-off scores for meeting proficiency as well as adopting the four-level hierarchy of performance levels of Advanced, Proficient, Basic and Below Basic to more closely align with national accountability standards. All data generated from these tests are used to develop the Tennessee Department of Education (TDOE) Report Card and are subsequently used in the determination of Annual Yearly Progress (AYP) for NCLB purposes. Additionally, the data are utilized in conjunction with statistical growth models to report student growth over time and are reported as "value-added" scores in Tennessee's TVAAS report. All Report Card data as well as detailed explanations of the testing and evaluation processes can be found at the following web site:

<http://www.tennessee.gov/education/reportcard/>

The West High faculty and staff are proud of these results, having achieved the state and national benchmarks in both categories to meet the NCLB requirements in all years. We are equally proud of the steady increase in scores of all students scoring advanced or proficient prior to the new tests being implemented. While the new test results brought an expected decline in these percentages due to the more rigorous standards and higher cutoff levels for proficiency, students in all demographic subgroups exceeded the state percentages and exceeded the established NCLB benchmarks. West High takes great pride in our ability to focus collective resources and efforts to overcome identified needs. We believe the positive trends within this set of data are indicative of this trait. The implementation of a school-wide writing strategy has resulted in exceptional growth in our writing scores. By focusing on a perceived trend of lower scores for our African American students and engaging in open dialogue regarding this, the most recent data indicates an increase in scores for this subgroup in the area of Algebra I. Other identified trends over the past five years include lower percentages in advanced or proficient levels in students with disabilities, Hispanic, and economically disadvantaged students. In an effort to address these needs, West High has increased the number of inclusion classes for SPED students, lowered class sizes for identified areas, participated in professional development designed to educate our staff on the special needs of children of poverty, and begun to implement a standards-based assessment program helping our students better focus on tested concepts.

In the most recent data, discrepancies have been noted between school wide population scores and demographic subgroups of Hispanic and students with disabilities in Algebra I. Recent data reflect discrepancies between the whole group and subgroups of African American, Hispanic, and students with disabilities in Language Arts. The most glaring discrepancy is between 9th graders taking the Algebra I assessment and those taking the test in grades 10 through 12. While not radically different from national trends which have raised the concern of educators of the strong correlation of earning an Algebra I credit in the 9th grade to the ultimate graduation of the student, this has certainly become an area of strong focus for West High. In an effort to address these discrepancies, we have expanded our Core Math program to include upper class students, raised the awareness of these "at risk" students within our advisory TNN program, and attempted to lower class sizes for these identified subgroups.

Furthermore, Morristown West also utilizes several other sources in its efforts to attain its goal of continual improvement. We are extremely proud of our student scores on ACT and AP tests where we compare favorably to both state and national averages. Our TVAAS scores measuring student growth are among Tennessee's highest in some areas, and student performance in regional, state, and national academic competitions show favorable outcomes as we seek to measure our performance against the highest levels of excellence possible.

2. Using Assessment Results:

West High School utilizes several sources of data to better understand who we are. We attempt to remain in a perpetual state of improvement by analyzing the data, comparing it to previous years, searching for trends and planning interventions for the target areas. Demographic data is updated annually. Any changes to ethnicity, free and reduced lunch status, special education status, and technical/academic programs are documented as a means of providing a snapshot of our school. Gateway, EOC, TCAP Writing, ACT, and AP scores are first analyzed by the administrative, leadership, and assessment teams and then shared with departmental teams and individual teachers for further analysis of trends. Prior to our involvement with High Schools That Work, we had already recognized the importance of the "team approach" assigning every faculty member to a specific core academic team. West High believes this effort will more effectively implement our state standards utilizing everyone working together as a team. We believe that the analysis of value-added data offers the best opportunity to improve overall school effectiveness. Value-added test scores for all reported categories are examined for our entire population of students and then disaggregated to ensure that all subgroups are being served effectively.

Our leadership team works with our administration to synthesize our data and to lead each department in ways to address our targeted areas of need. School-wide staff development on interpreting test data highlights the understanding of test scores and ways to implement interventions for improved future student testing. The implementation of our January "Writing Blitz" is an illustration of this collaboration. Our English department has taken ownership of this event as they lead all of our TNN groups through four weeks of writing prior to the February TCAP Writing exam for juniors. On that day, every student at West High School writes a five-paragraph persuasive paper. We have seen our scores move from the lowest in the state to the highest in value-added percentages. This collaboration also is evident within our AP program, our special education program, and ACT standards implementation for all ethnicities and demographics at West High School.

3. Communicating Assessment Results:

An integral component of our responsibility to our Trojan Nation family is communication. At the onset of a student's ninth grade registration experience and thereafter at a yearly conference, TNN advisors, counselors and administration share student's individual performance data in order to maximize our learning opportunities at West High School. Assessment results are communicated to stakeholders in a variety of ways throughout the year. We rely on several technological avenues to report progress to stakeholders such as "Notify Me", "Parent Connect" and our school website. These communication devices are updated and disbursed daily. Scrolling information about the school can be seen from the road on the sign reader board which is updated at least weekly.

As the academic year progresses, mid-grading period progress reports are sent home by all teachers with grade cards being distributed every nine weeks. Our TNN teachers play a vital role in each of their TNN students' individual graduation plan. Students are in the same TNN group for three years, addressing all aspects of life in the Trojan Nation to include, registration, future goals, school activities and just life in general.

"Trojan Talk", an article written by a student informing our community about upcoming events, is published each Sunday in our local newspaper, The Citizen-Tribune. The Tribune also plays a major role in communicating our successes on The Tennessee School Report Card each year. West High's Who's Who students, First Honors students and Second Honors students and other noteworthy milestones are

published in our local newspaper. Two area radio stations broadcast news and school related events. We also have a new link to our community this year with our local cable providers through our video production classes. We produce weekly programming that highlights programs and events of West High School.

Face-to-face interactions with stakeholders are critical to extending the walls of our school. We host an eighth grade Parent Night, AP Night and College Night. We also host three nights of freshmen orientation during which guardians can explore class options, tour the school, and meet our freshman faculty and student council members. Parent/teacher conferences are held at least twice a year.

4. Sharing Lessons Learned:

Morristown West High School has been afforded many opportunities to share our successes:

- A group of FX teachers and an administrator presented our freshman academy, otherwise known as Freshman eXperience (FX), at a regional conference;
- Several teachers and an administrator presented our advisor/advisee program known as TNN (Trojan Nation Network) at a regional conference; Our guidance department and our leadership team shared how we designed the development of our Advanced Placement programming with several visiting schools who were interested in expanding their curriculum;
- West High has also hosted several schools interested in replicating our Peer Tutoring program;
- West High's Innovations in Media instructor and other business department faculty members and an administrator presented a session on "Real World Problems In The Classroom Through The Use Of Multimedia" at a state conference in Nashville. This department was also awarded an international grant for \$25,000 from Alcoa Aluminum;
- Four classroom teachers direct monthly meetings for all new and non-tenured faculty members known as VIP (our teacher mentor program). They are also now part of system-wide committee that coordinates system-wide activities for new teachers;
- We have two instructors who are certified in The Thoughtful Classroom curriculum and strategies. They are used as consultants and trainers within our school system;
- We also utilize our media department at West High to highlight "best practices" used by our teachers. Teaching segments are taped, edited, and then posted on our school's blog for use by anyone who visits this website;
- We have implemented a collaborative effort with one of our feeder middle schools to share our Advanced Algebra teaching strategies with eighth grade students enrolled in their advanced classes through taped learning segments;
- Our teachers have participated in collaborative interdisciplinary sessions to implement new rigorous state standards and to develop common assessments for all departments.

Even though this has been our first year of participation in "High Schools That Work", we have already entertained several other schools concerning our successes on state-mandated testing. We have been invited to present at 2011 summer HSTW conference in Nashville.

Our plans are to continue opening our doors to others. We have learned the importance of collaboration between schools and are excited about future opportunities to develop these partnerships as we carry on our tradition of excellence in the Trojan Nation.

1. Curriculum:

The Program of Studies at Morristown-Hamblen High School West reflects the premise of our mission statement as we seek to provide for the need of a student body with diverse abilities and interests in an ever-changing and competitive world. Continuous evaluation and revision of the curriculum is necessary and is conducted by the faculty and administration annually as each year's course offerings are planned.

Students at West High can choose from the following:

- Twenty Honors courses – Four in English, six in Math, five in Science and five in Social Studies;
- Twenty Advanced Placement courses – English, Calculus, Biology, Environmental Science, U. S. History, Chemistry, Economics, Government, French, Spanish, Latin, German and European History;
- Six elective English courses – Study Skills, Creative Writing, Newspaper, Yearbook, Theatre Arts, and Forensics;
- Four foreign languages – French, German, Latin, and Spanish
- Five groups of elective courses – Band, Choral Music, Art, Physical Education, and Driver Education;
- CTE areas – Business, Family and Consumer Science, Health Occupations, and Agriculture, Transportation Service, Construction, Welding, Machining, Drafting, and Cosmetology; and
- Dual-enrollment courses with Walters State and Carson-Newman College;
- Special Education classes that range from a self-contained classroom to a resource pull-out setting to full inclusion within the regular classroom setting with various levels of support.

Unique programs at Morristown-Hamblen High School West include our Freshman Academy known as Freshman eXperience (FX), peer tutoring for all students, Teen Leadership, Media Innovations, Teaching As a Profession (TAP) and collaborative efforts within our CTE department. Also, many work-based learning opportunities are available. There are sixteen students currently enrolled in clinical internships through health occupation classes, and fifty students are involved in cooperative education through marketing classes.

In addition to regular levels of English, math, science and social studies, advanced levels of all the required courses are offered. Advanced Placement English is offered to seniors as well as advanced levels for seniors, juniors, sophomores and freshman. Advanced Placement Calculus is offered along with advanced levels of Algebra I, Geometry and Algebra II. Elective courses of Advanced Trigonometry/Pre-Calculus and Advanced Math Topics are available. Advanced levels of Physical Science, Biology and Chemistry are in the course offerings as well as Biology II, AP Biology, Anatomy and Physiology, AP Chemistry and AP Environmental Science, Advanced U. S History, along with AP U.S. History, AP European History and AP Economics is offered.

West High School offers opportunities to study Latin, Spanish, French and German. Course offerings range from level one courses covering the formative nature of each language to honors and advanced levels in courses that meet the minimum student load. These courses provide opportunities to increase speaking, listening, reading, and writing in the language of choice. In 2009, 26% of our students participated in at least one world language class.

Our Performing Arts Department includes our choral, band, and theatre arts program. Our course offerings range from Theatre Arts I to Theatre Arts III/Forensics. Our nationally recognized Forensics program continues to garner student successes. Our students' level of excellence has led to college scholarship offering for many of these students.

Our 100+ member band consistently is awarded superior ratings in competitions. We have a tradition of excellence in this tightly-knit community of learners. Course offerings include instrumental marching band, instrumental concert band and flag corps. They take great pride in their performances and are always competitive for college scholarships.

Our choral program has a rich tradition of championship performances every year. Our choir program works jointly with our sister school to produce the East/West musical annually. This event is a community favorite every year. We have many students who earn All-East and All- State status. Courses offered are Mixed Advanced Concert Choir and Girls' Concert Choir.

Our Visual Arts program excels regionally in competitions. Their work ranges from basic to advanced in their media of choice. The serious art student is encouraged to explore methods of the visual experience, refine their skills, and challenge their individual creativity. Our Art Department also hosts a showing of student work at the end of every year for the community.

A major fitness goal of West High School is to build a positive attitude toward good physical health. Lifetime Wellness and Physical Education II/Weight Training are opportunities for our students to develop strong healthy habits. Our Lifetime Wellness curriculum develops skills and attitudes necessary to achieve and maintain lifelong health and fitness. Physical Education II/Weight Training offers a variety of training activities such as: flexibility, calisthenics, weight lifting, strength and conditioning, agility drills, rope jumping and running.

Our Special Education curriculum serves all of our students with identified handicapping conditions and strives to meet the needs of these students to maximize academic learning and life skills training. These needs are identified through the IEP process, enabling input from all stakeholders providing the most appropriate program of services for each student.

Our ELL teaching staff provides opportunities for students whose first language is something other than English. They assist students with daily class work; they practice using English in a non-threatening environment, and they discuss potential language barriers that could become problematic in their daily life.

Our Career and Technical Education curriculum is aligned with industry standards and state standards. Each area combines theory with application to develop technical skills, occupational judgments and strong work ethics.

2. Reading/English:

Morristown West High's English language curriculum consists of Honors and Regular classes at the Freshman, Sophomore and Junior level. An Advanced Placement English Language Composition course is also available at the Junior level. The Senior level offers Regular classes, College Dual Enrollment courses, (Walters State and Carson-Newman) and Advanced Placement Literature classes.

In addition to the wide range of available courses, it is important to note that the English Department incorporates the design and strategies of vertical alignment throughout. Vertical alignment allows for the greatest success of students at each grade level to build their skill sets and acquire mastery of those skills with greater understanding of the requirements and basic standard preparation at each advancing grade level. Furthermore, vertical alignment of the department ensures collaboration of teachers at the different grade levels and the incorporation of common assessments as well as common intervention policies throughout the department.

To highlight our school's successes in advancing the reading skills of our students, we would need to point out the development of the freshman academy (FX), now in its fifth year. The Academy has allowed us to identify our reading and other at risk students early on and provide many forms of intervention. In

fact, a lot of work goes into the examination of each eighth grader before they even reach our school. All of our feeder schools' eighth graders are identified, and the academy teachers closely collaborate over their language scores prior to enrollment of the students' ninth grade year. All of the feeder schools employ the SRA corrective reading curriculum which the freshman academy continues through extended semester English classes in addition to a Freshman Skills for Success course which focuses on improving study habits, developing vocabulary, and improving reading comprehension.

Along with the development of our freshman academy and its accountability to prolonged student success, we have also incorporated a student-centered home room or home base classroom allowing teachers to remain with the same set of students from the academy to graduation. The Trojan Nation Network (TNN) was named by students after our school mascot, the "Trojan." TNN meets regularly two or more times a week for up to thirty minutes. We have incorporated such research-based practices as Silent Sustained Reading and Thoughtful Classroom curriculum school-wide to improve reading, vocabulary, note taking and writing skills. Since the development of this program, we have seen increased test scores, higher graduation rates, and lower remedial course sizes.

In conclusion, all of our classrooms, across the curriculum and school wide, use research-based interventions to identify and improve at-risk readers. Peer tutoring is one popular and unobtrusive way to give support to a struggling reader. In addition we incorporate inclusion of Special Ed students in the regular classroom. They are supported in the regular class by at least two certified teachers and/or assistants. Morristown West's individual student success, high attendance rates, and soaring graduation numbers is evidence of the effectiveness of our committed teachers and student-centered programs.

3. Mathematics:

The West High Mathematics department has developed a rich and varied curriculum, focused on the fulfillment of the problem-solving component of our school mission statement. In an effort to provide rigor and to challenge students of all ability levels, course offerings include both regular and honors level classes in the areas of Algebra I, Algebra II, and Geometry. Additionally, students with more advanced mathematical skills may choose from Advanced Algebra and Trigonometry, Pre-calculus, AP Statistics, AP Calculus – either AB or BC – and AP statistics, all of which include the additional state-mandated standards necessary to carry the Tennessee honors distinction.

West High School has the reputation of being regionally strong in state math competitions. Our students have the distinction of receiving at least 70% of the top ten placements in all subject area competitions.

Recognizing that newly developed curricular standards require additional help for those students entering high school that are not "algebra-ready," West High has also developed several courses within the math department that target this at-risk population. Deciding that mandating the traditional prerequisite remediation of pre-algebra skills before enrolling these students in Algebra I had proven ineffective and was not aligned with our school-wide vision of increasing rigor throughout the curriculum, the math department has implemented a Core Math class in which the student is enrolled concurrently with the Algebra I course. Designed as a math lab experience, this innovative course allows for pre-teaching of targeted standards, introduction of technology, and remediation of identified weaknesses. Additionally, teachers involved with this program have been grouped into two member teams with common planning times to facilitate instruction. Our math department believes this "double-dosing" of algebra is tailored to give these students a more viable opportunity for success. The math department has also introduced a year-long geometry course designed to help the lower achieving student. The mathematics curriculum also includes both pull-out resource and inclusion support from the Special Education Department.

4. Additional Curriculum Area:

The Social Studies Department is leading Morristown West High School in striving to provide students with communication, problem-solving, and responsibility for life. Written communication skills are incorporated into the curriculum of each class within the department. Each year, students review writing skills practiced in the previous grade and then continue adding tools to improve their writing. For example, World Geography teachers work with ninth grade students to develop a thesis and organize a paper into five paragraphs. Sophomore teachers build on this foundation by emphasizing the subject-matter content of the essay including requiring students to provide more evidence and examples. The department's emphasis on writing also allows it to assist in developing problem-solving skills among West High students. Writing prompts assigned in Social Studies classes require students to move beyond recall of the information to analysis-level writing. This type of writing requires students to have a well-developed thesis and to defend it with evidence. It is not sufficient for this evidence to be listed in a paper; the student must also show how the information supports their thesis. Social Studies classes are promoting student responsibility by moving toward standards-based grading. The goal is for homework and work in class to have no recorded grades because they are viewed as part of the process of developing student proficiency of the standards. Quizzes are also to be non-graded because they are used to inform students, parents, and the teacher of a student's progress toward proficiency. A student's grade will be based solely on standards-based summative assessments. The AP and Pre-AP classes have already adopted this method as have World Geography classes. The department is working on transitioning the rest of the classes. This technique builds responsibility in students because they must discipline themselves to complete work that has no immediate reward or consequence associated with it. They must instead view assignments and quizzes as part of the long-term goal of retention of the standards.

The department is also in the forefront of integrating West High's vision of rigor into the curricula. Over the last five years, the department's AP offerings have increased from one class to eight. Pre-AP classes have also been added in the ninth and tenth grades. Last year, 562 AP exams were given at West High in which 344 of those exams were in Social Studies. The department had a 71.5% passing rating which includes an 80% passing rating in Human Geography, an 81.3% passing rate in Microeconomics, an 83.3% passing rating in United States History, and an 85.4% passing rate in Macroeconomics. The department also had approximately twenty students from Pre-AP classes who took the Human Geography and U.S. Government exams.

5. Instructional Methods:

West High School has been on a journey to improve our implementation of best practices for the past six years. The Trojan Nation family recognizes the value of research-based methodologies and the application of these measures in improving the quality of learning for our students. Our faculty is continually utilizing these to maximize student successes in the Trojan Nation.

Current best practices include differentiated instructional strategies highlighted from The Thoughtful Classroom that included The New American Lecture, Reading for Meaning, Compare and Contrast, and Cracking the Vocabulary Code; as well as classroom management techniques through the use of social contracts developed from Capturing Kids' Hearts training. Other strategies include curriculum mapping, common assessments, summer reading syllabi for advanced level courses, cooperative learning, lecture/note-taking techniques, teacher-led discussions, peer tutoring, use of graphic organizers within lessons, real-life simulations, role-playing, mock trials, laboratory experiments, along with collaborative interdisciplinary projects.

We are implementing the use of technology in the classrooms more and more. We have smart boards and LCD projectors in all of our End of Course classes and all of our CTE classes. These teachers are now participating in professional development that will expand their use of these devices to enhance student learning. We believe that computer and other interactive media devices are becoming essential to our educational successes for the future. We now have classroom access to net books through our library. We

are wireless throughout our building so the use of net books is accessible in any room in our building now.

The Trojan Nation desires to offer avenues of success for all of our students whether on a conventional, accelerated or a supported path of learning. We have weekly team meetings within our freshman academy to address academic and behavioral issues. It is at this level that many students are identified and remediation is secured that otherwise might have gone unnoticed. We also have a strong special education and ELL emphasis with constant access to all teachers for advice or assistance with student needs. Our peer tutoring program has established a strong reputation for student successes in the classroom.

6. Professional Development:

Morristown West High School believes that our achievement is directly tied to the skill level of our teachers. We are committed to ongoing professional development that challenges teachers to add to their “tool belt” strategies that will lead to improved student engagement and performance.

Over the past five years, Morristown West High School in conjunction with Hamblen County Schools has contracted with Richard Strong and Harvey Silver in “The Thoughtful Classroom Series”. Emphasis has been placed on teacher implementation of The New American Lecture, Reading for Meaning, Compare and Contrast, and Cracking Vocabulary’s Code.

West High School teachers have been working on developing a video library of Best Practices. These strategies are based on Tools for Promoting Active, In-Depth Learning by Strong, Silver, and Perini and Teach Like A Champion by Doug Lemov. Each month teachers demonstrate specific strategies for the faculty. Our teachers then produce video clips that are posted on our school website.

Writing has been a major goal in our school improvement planning for the past five years. All teachers have been trained in Six-Trait Writing and our English Department has trained our staff in a persuasive writing program that we affectionately term “The Writing Blitz”. In 2010 our writing scores outperformed the state.

West High School joined the Southern Regional Education Board (SREB) and their High Schools That Work (HSTW) network in the summer of 2010. Teachers have visited other HSTW sites to examine practices that have been found to increase student success. Consultants from SREB have focused their training this year on the “Power of One” (developing a re-do policy) and standards based grading. We will be a part of this network focused on the HSTW best practices for the next three years.

Four of our teachers attended a statewide training session on “teacher mentoring”. These four teachers then developed our own teacher mentor program to include any non-tenured teachers in our building. Our West High School “VIP Program” has been instituted for two years now. The feedback has been so successful that these teacher leaders are now part of the system-wide committee for teacher mentoring and assist other schools in designing programs tailored for each school.

Over the last five years we have expanded our Advanced Placement (AP) course offering from four courses to twenty courses. Teachers have been trained at Advanced Placement institutes across the southeast to prepare their syllabi, network with other AP instructors and learn the most effective techniques to deliver the content. Over the past several years our AP scores have improved so that all but two meet or exceed the national level.

7. School Leadership:

The administration at Morristown West High School consists of one principal, three assistant principals and one part-time athletic director/graduation coach. Our administrative team is dedicated to the mission of providing all students the opportunities to reach their full potential and graduate high school with the

skills they need to not just be able to step through the door to dreams but be successful when they get there.

The principal is passionate about the belief that students don't care how much you know until they know how much you care. The importance of a safe learning environment is not overlooked as well. For that reason the school transitions students into the high school through a freshman academy and assigns them a mentor teacher to guide them through their high school years. These mentors aid in course selections. They also serve as student advocates for those who lack parental support to be successful.

The principal believes in shared decision-making with not only the rest of his administrative team but with teachers and community as well. The school is divided into five High Schools That Work leadership teams focused on implementing key practices for student success. The chairs on each of these committees serve on the school leadership team and work together to make sure we are moving toward completion.

The principal also developed a community advisory committee, known as The Trojan Army, that meets regularly to provide feedback and suggestions for improvement. The Trojan Army also serves as the advisory board for the school's Hall of Fame.

The administration of Morristown West is committed to fostering a feeling of family in both faculty and students. We have adopted the mantra "Trojan Nation: Where Champions Are Made." Faculty, staff and students are given a shirt with this printed on it. We want to share in each other's lives because together everyone achieves more. All stakeholders in the Trojan Nation are proud of our accomplishments and affirm that each person has a distinct purpose in the attainment of our successes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Algebra1 Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	50	85	85	91	96
advanced	9	41	40	43	60
Number of students tested	121	167	170	146	106
Percent of total students tested	99	98	97	100	100
Number of students alternatively assessed	1			2	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	47	86	80	84	100
advanced	11	39	33	35	50
Number of students tested	71	71	80	57	
2. African American Students					
proficient/advanced	42		64	87	100
advanced	0		36	53	67
Number of students tested	12		11	15	
3. Hispanic or Latino Students					
proficient/advanced	41	94	94		100
advanced	12	53	25		60
Number of students tested	17	17	16		
4. Special Education Students					
proficient/advanced					
advanced					
Number of students tested					
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	52	85	85	92	96
advanced	10	42	42	42	6
Number of students tested	90	139	141	122	
NOTES: 2005-2006 Tennessee did not publish # tested. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English 2 Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	73	99	98	99	100
advanced	15	87	78	81	86
Number of students tested	348	318	333	338	337
Percent of total students tested	99	99	97	99	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	63	98	96	98	99
advanced	7	78	62	69	74
Number of students tested	147	110	122	105	
2. African American Students					
proficient/advanced	58	94	100	100	100
advanced	0	81	56	50	77
Number of students tested	26	16	18	22	
3. Hispanic or Latino Students					
proficient/advanced	56	100	95	100	
advanced	11	70	45	82	
Number of students tested	27	27	20	17	
4. Special Education Students					
proficient/advanced		90	100		
advanced		70	46		
Number of students tested		10	13		
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	75	99	98	99	100
advanced	15	89	82	83	86
Number of students tested	286	269	291	292	
NOTES: New tests with more rigorous standards and higher cut-off scores for proficient as required by TN Diploma Project began in 2009-2010. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card. The TDOE did report percentages of subgroups, but did not provide total number of students tested within those subgroups.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Algebra1Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	11	60	70	61	80
advanced	6	18	27	11	44
Number of students tested	18	55	37	38	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced		54	56	73	77
advanced		21	19	0	29
Number of students tested		24	16	15	100
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced					
advanced					
Number of students tested					
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	12	61	76	69	77
advanced	6	17	32	13	44
Number of students tested	17	46	25	32	
NOTES: 2005-2006 Tennessee did not publish # tested. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: English 2 Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	41	100	95	85	96
advanced	12	67	62	60	67
Number of students tested	17	21	21	20	19
Percent of total students tested	95	96	100	100	100
Number of students alternatively assessed	1		2		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	42				92
advanced	16				62
Number of students tested	12				
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced					
advanced					
Number of students tested					
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	40	100	100	82	95
advanced	13	71	62	53	70
Number of students tested	15	17	13	17	
NOTES: Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card. The TDOE did report percentages of subgroups, but did not provide total number of students tested within those subgroups for 05/06.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 12 Test: Algebra1 Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	0	75	67	53	64
advanced	0	19	19	13	41
Number of students tested	0	32	43	40	50
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced		74	63	50	86
advanced		16	13	4	57
Number of students tested		19	16	24	
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced		75	63	39	
advanced		17	13	11	
Number of students tested		12	16	18	
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced		74	66	48	58
advanced		21	20	17	37
Number of students tested		19	35	29	
NOTES: 2005-2006 Tennessee did not publish # tested. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card. The zeros indicate less than ten tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Algebra I Gateway/EOC

Edition/Publication Year: 2005-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	79	99	98	99	99
advanced	47	93	95	94	98
Number of students tested	266	200	149	130	126
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed		3	1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	71	100	95	94	97
advanced	29	93	90	86	93
Number of students tested	111	59	39	35	
2. African American Students					
proficient/advanced	77				
advanced	39				
Number of students tested	13				
3. Hispanic or Latino Students					
proficient/advanced	63	93	100		100
advanced	21	79	100		100
Number of students tested	19	14	10		
4. Special Education Students					
proficient/advanced					
advanced					
Number of students tested					
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	80	99	98	100	99
advanced	50	94	94	95	98
Number of students tested	230	172	127	113	
NOTES: 2005-2006 Tennessee did not publish # tested. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: English 1 EOC

Edition/Publication Year: 2006-2009/2010 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient & advanced	70	99	98	97	94
advanced	16	65	54	52	47
Number of students tested	337	333	320	332	379
Percent of total students tested	100	99	98	99	100
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient & advanced	56	99	97	94	
advanced	5	53	27	31	
Number of students tested	158	118	120	127	
2. African American Students					
proficient & advanced	68	100	91	95	
advanced	5	41	55	33	
Number of students tested	19	22	11	21	
3. Hispanic or Latino Students					
proficient & advanced	43	100	100	88	
advanced	0	44	22	25	
Number of students tested	28	25	27	24	
4. Special Education Students					
proficient & advanced	28				
advanced	0				
Number of students tested	36				
5. English Language Learner Students					
proficient & advanced					
advanced					
Number of students tested					
6. white					
proficient & advanced	72	99	98	98	
advanced	18	67	58	56	
Number of students tested	284	278	278	283	
NOTES: English 1 EOC data was not disaggregated from the TDOE in the 05/06 school year. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	67	87	87	86	96
advanced	34	60	57	55	77
Number of students tested	409	454	399	355	309
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	1	3	1	2	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	59	85	80	79	
advanced	21	53	44	39	
Number of students tested	193	173	151	131	
2. African American Students					
proficient/advanced	62	80	68	74	
advanced	19	37	42	41	
Number of students tested	26	30	31	34	
3. Hispanic or Latino Students					
proficient/advanced	50	85	94	84	
advanced	16	55	49	53	
Number of students tested	38	40	33	19	
4. Special Education Students					
proficient/advanced		77	57	55	
advanced		36	13	10	
Number of students tested		31	23	31	
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	69	88	87	88	95
advanced	37	62	59	57	77
Number of students tested	339	376	328	297	
NOTES: 2005-2006 data pulled from Report Card AYP Information. 2005-2006 Tennessee did not publish # tested. 2009-2010 reflects new state tests with more rigorous standards and higher cut scores for proficient. Blanks indicate #tested less than 10. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					

11TN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient/advanced	79	95	93	90	89
advanced	25	70	61	61	60
Number of students tested	368	358	390	393	337
Percent of total students tested	99	99	98	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	70	90	90	83	83
advanced	14	62	51	45	52
Number of students tested					
2. African American Students					
proficient/advanced	66	90	87	71	84
advanced	7	60	40	41	48
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced	66	94	83	84	
advanced	18	55	36	56	
Number of students tested					
4. Special Education Students					
proficient/advanced	51	75	87	67	
advanced	12	43	43	26	
Number of students tested					
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6. white					
proficient/advanced	81	95	94	92	89
advanced	26	72	65	63	61
Number of students tested					
NOTES: The totals provided for the number of students tested represent the number of students in the Gateway/English 2 EOC. This test accounts for 2/3 of our school's reading scores. The percentages above reflect the combination of this test and the junior writing assessment. This formula has been established by the TDOE, and reflects a school's reading score. Tests were administered in December and May but were unable to note both dates above. Scores are cumulative from both testing sessions in our Tennessee Report Card.					